DOCUMENT RESUME

ED 057 165 VT 010 964

TITLE	Indianapolis Manpower Utilization Project of Flanner House. Phase II (February 1, 1968-April 30, 1968).
INSTITUTION	Flanner House, Inc., Indianapolis, Ind.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
PUB DATE	68
NOTE	85p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Basic Education; *Community Development; *Disadvantaged Groups; Industrial Training; *Inplant Programs; Interagency Cooperation; Job Placement; *Manpower Utilization
IDENTIFIERS	Flanner House; Indianapolis

ABSTRACT

A private agency, Flanner House of Indianapolis, combined efforts with the Federal government, the Indiana State Employment Service, and private industry to provide upward job mobility for undereducated individuals who are either unemployed or underemployed. The project was designed to show that: (1) Private industry is willing to finance an educational program for undereducated employees, (2) A neighborhood pre-employment program can prepare the unemployed for work, (3) Government and private sector in cooperation can create upward job mobility, and (4) This opportunity will be utilized, if offered on a neighborhood basis. The program is organized so that the testing, training, and job placement of the unemployed are government financed. However, private financing covers the cost of employee clinics and in-plant education provided to upgrade undereducated employees. The final report of this project is available as MP 000 751. (BH)

MANPOWER UTILIZATION PROJECT
OF
FLANNER HOUSE

ED057165

500

UPGRADED JOBS

IN-PLANT BASIC EDUCATION

ENTRY LEVEL

JOB SEARCH

BASIC EDUCATION

EMPLOYMENT CLINIC

UNEMPLOYED

VT010964

U.S. DEPARTMENT OF LABOR. OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH, FLANNER HOUSE OF INDIANAPOLIS, INDIANA STATE EMPLOYMENT SERVICE AND THE PRIVATE BUSINESS SECTOR OF INDIANAPOLIS ARE COOPERATING IN CONDUCTING A PROGRAM OF UPWARD JOB MOBILITY.

ED057165

REPORT NUMBER 1
Phase II of Project

Indianapolis Manpower Utilization Project

Contract No. 82-16-67-05

Submitted to:

Mr. Huey Long
Project Officer
Office of Manpower Policy, Evaluation and Research
United States Department of Labor
Washington, D. C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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February 1, 1968 - April 30, 1968

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INTRODUCTION

The Problem

Indianapolis, an urban community, faces the problems of unemployment caused by modern industrial technology. This problem is compounded by thousands of residents who lack the education and training necessary for job mobility. In the past, these persons have sometimes found menial jobs which would meet their basic needs. However, today in our expanding economy and technological world of work, these jobs are becoming obsolete, and only those persons who are trained and equipped with salable skills are being hired for technical jobs. In many cases, the undereducated, untrained person is neither able to pass the employment test, nor; if hired, follow instructions necessary for job performance. These persons also represent that population which is characterized by a multiplicity of other problems, e.g., substandard housing, health problems, lack of medical facilities in their community which they can afford, and a lack of recreational facilities.

There is within the city of Indianapolis another population which is affected by modern industrial technology. These persons represent the undereducated, underemployed workers. In many instances they have years of work experience in a company, are good loyal workers; but do not have the educational base necessary to be upgraded, trained or retrained for higher positions or new positions which are being created through industrial technology.

THE PROGRAM

The Contractor, Flanner House, has proposed to provide a special program of employment and upgrading for fifteen hundred undereducated employed and unemployed individuals. Based on the experience gained in the manpower project conducted from September, 1966 to November, 1967, by Flanner House and that of the Board for Fundamental Education in its national in-plant adult education training programs, Flanner House will, over a fifteen month period, develop and demonstrate a "feeder" program for industry in which 500 unemployed individuals will be recruited, trained in basic employment skills, and placed in entry jobs vacated by employee graduates of a simultaneously conducted, private-industry supported, in-plant training program. The significance of conducting the community program and the private industrial program simultaneously is that private industry can then upgrade its employees who complete the program and hire participants from the community program into the entry level jobs vacated by their upgraded employees.

In this program, the Contractor is achieving a pattern by which private industry, the United States Government, a State Employment Service and a private agency can combine their talents and efforts to generate upward job mobility for both unemployed and undereducated employed individuals.

Flanner House

In attempting to alleviate the problems of unemployment and under-employment, Flanner House of Indianapolis has contracted with the Office of Manpower Policy, Evaluation and Research, of the United States Department of Labor to provide in cooperation with other responsible agencies and the private industrial sector a treatment program of employment and upgrading for fifteen hundred undereducated, employed and unemployed individuals.

Flanner House, Inc., founded in 1898 as a settlement house, has evolved to its present stature as a multi-faceted social service agency with well structured programs in education, employment, social services, health and work camps. This agency is dedicated to the principle of helping people to help themselves. As a demonstration laboratory for the Board for Fundamental Education, the programs of Flanner House seek to meet the total needs of the population it serves, an inner-city group of people characterized by a multiplicity of social, economic, cultural and educational needs.

Employment Service Participation

The Indiana State Employment Service is working closely with the project by providing employment counselors, who perform employment counseling services, control training allowances, and conduct job placement for unemployed program participants. These employment counselors also supervise the neighborhood indigenous workers who perform follow up on participants. An employment counselor and indigenous neighborhood worker are assigned to each of the four neighborhood centers.

The Community Pre-Employment Program

The pre-employment program is being conducted in four strategically placed neighborhood centers for maximum participation by the unemployed population. The first component of the program conducted in each center, the diagnostic Employment Clinic, includes a diagnostic screening service, group counseling, employment information and referral to basic skills development, skill training or employment. The Employment Clinic, designed by the Board for Fundamental Education, is held five evenings, two hours each session. The information from the Employment Clinic provides an employability profile on each participant for making determinations for referrals to training, employment or other social services. The Employment Clinic participants receive information relative to training and employment opportunities in the community, the responsibilities of employment, and training in completing application forms, holding interviews and good grooming.

Upon completion of the Employment Clinic, a participant, based upon his diagnosed needs, is referred to one of four program components of the program. A participant can be referred to either the Job Search Clinic, Basic Skills Development Program, Skill Job Training, or Community Services in the case of specialized needs.

Individuals are required to take employment tests to enter employment. In order to assure that individuals referred from the Centers are academically competitive in the labor market, the Stanford Achievement Test is administered during the Employment Clinic. If the participant tests below the Eighth Grade performance level in both the communication and computational skills; he is then referred to the Basic Skills Development Class, a component which is conducted in each center.

The Basic Skills development component of the program consists of three classes. The Basic Class is designed for those individuals who are performing below the fourth grade level in the communication and computational skills. Instruction in this class includes reading, writing, spelling, arithmetic, and English grammar. This class is scheduled to take approximately six weeks to complete and brings the individual to a fifth grade performance level. Upon completion of the Basic Class, individuals are graduated to the Advanced Class.

The Advanced Class is designed for those students performing between the fifth grade and eighth grade in the communication and computation skills. Graduates of the Basic Class and individuals performing above the fifth grade level are enrolled in this class. Instruction in this class includes reading comprehension, reasoning, vocabulary development, mathematics, English, grammar, principles of science and history. The course is designed to take approximately six weeks to complete. However, no one is graduated until they are performing above the eighth grade in both the communication and computational skills.

All individuals who are enrolled in the Basic Skills Development Component of the program are assigned to the World of Work Class. This class is held one hour per day, five days a week in each center. This class provides the participant with information on how to get and keep a job and qualifications for advancement on a job. This course attempts to create a positive attitudinal change within the individual concerning work and his responsibility to his job.

The individuals who complete the Basic Skills Component of the program are referred to the Job Search Clinic. Also, graduates of the

Employment Clinic who have no tested academic deficiencies are also referred to the Job Search Clinic. The Job Search Clinic is conducted jointly by the Employment Service Counselor and the Center Coordinator in each center. This component provides the individual with techniques on how to find employment and leads to jobs in which he might be interested.

The Job Developers of the project and the Employment Service Job Placement Officers cooperate in placing individuals on jobs and opening employment opportunities.

Those Employment Clinic graduates who express interest in Skill Job Training opportunities are referred to classes being conducted in the community by either the Board of Education or the Vocational and Technological College. A current list of openings in each skill area is available in each center for the participants.

Any participant in the Employment Clinic who needs specialized services such as vocational rehabilitation, health services, family counseling, baby care, or psychiatric treatment is referred to community agencies providing the necessary service. Constant follow-up is conducted to insure that treatment is received.

Each of the four centers contains the above system of recruitment, diagnosis, treatment, referral and job placement for unemployed persons within the ghetto neighborhood. We seek to produce a graduate who is and will remain competitive in the modern labor force.

The In-Plant Education Program

Presently, in industry, in Indianapolis, there are many persons who are "locked" in entry level jobs because they do not have the

academic base which is necessary for job upgrading or for being trained for higher job categories. The In-Plant program, being conducted in cooperation with the private industrial sector of Indianapolis, allows for presently undereducated employees to be up-graded in their job assignments. This upgrading provides job openings for persons completing training in the four neighborhood centers. The In-Plant Education program is conducted by the Board for Fundamental Education and financially supported by the participating companies.

Steps of Implementation

In assessing the staff needs for successful operation of the program, which includes both a neighborhood center program and an in-plant education program, the following positions were realized as necessary for the conduct of the Project.

A. Project Director

The Manpower Utilization Project is directed by Dr. R. Lee Henney, Director of Adult Education for the Board for Fundamental Education. Dr. Henney received his Ph.D. in Adult Education from Indiana University. He has served as a consultant for several Manpower Programs in the United States. He has also served as a consultant for Migrant Farmers Projects, Neighborhood Youth Projects and for the Canadian Government in Manpower Development.

In his present post as Director of Adult Education he has designed and conducted several Teacher Training Programs and pioneered in the development of In-Plant Basic Education Programs,

which are now being conducted in twelve industries in ten states. The Board for Fundamental Education is donating his services to direct this project.

B. Project Liaison Officer

There are two Project Liaison Officers. One of the project liaison officers has the responsibility of the Neighborhood Centers Program and all related activities in this part of the project. His specific duties are:

1. He supervises the activities of the four counselor-coordinators who report to him.
2. He is responsible for writing weekly reports describing the activity at each center and submitting same to the director.
3. He is responsible for the job developers and their activities.
4. He is responsible for the overall flow of the project from recruitment to employment.
5. He holds weekly meetings with the project manager of the Indiana State Employment Security Division assigned to this project.
6. He holds weekly meetings with the counselor-coordinator and his staff in each center to review the progress of each participant.

The second Project Liaison Officer is assigned to the In-Plant Training part of the project. His duties are described in the following.

1. He supervises the activity of the instructor-supervisor assigned to the company.
2. He is responsible for writing weekly reports containing the activity at each of the companies.
3. He is responsible for the activity in this part of the project.
4. He holds weekly staff meetings with the instructor-supervisors of each company.
5. And further, he visits the teaching sites.

C. Counselor-Coordinator

There is one Counselor-Coordinator at each of the neighborhood centers and he reports directly to the Project Liaison Officer. His duties are:

1. He coordinates all activities at his assigned center.
2. He supervises the activity of each of the instructors and the clerk-typist assigned to the center.
3. He cooperates with the employment service counselor and indigenous worker at the center by coordinating the effort of the entire center.
4. He conducts all Employment Clinics at this center.
5. He keeps exact records of each participant at the center.
6. He maintains a constant check on all participants.
7. He approves Attendance Record Sheets for each participant.
8. He holds regular staff meetings.
9. He writes a weekly report on the activity at the center.

10. He conducts group counseling sessions with the participants.
11. And further, he requests all materials needed for the proper functioning of the center.

D. Instructors

There are two instructors assigned to each center.

Their duties are to:

1. Meet each class assigned to them,
2. Instruct each student in the area of his particular deficiency,
3. Keep daily records as to attendance and progress of each student,
4. Confer with the counselor as to preparedness of participant to be referred to employment, and
5. Perform other duties as assigned by counselor-coordinator.

E. Clerk-Typist

A Clerk-Typist is assigned to each neighborhood center.

This person is responsible for:

1. Maintaining all records of program participants for the center.
2. Providing program information to all persons interested in enrolling in the program.
3. Performing all clerical duties necessary in the center.
4. Substituting as an instructor in the absence of such person.

F. Job Developers

There will be two job developers on the Flanner House staff who will perform such duties as to:

1. Maintain a record of all job openings left vacant by individuals upgraded as a result of the In-Plant Program,
2. Keep a record of all individuals who are prepared for the labor market as a result of the counselors and instructors reports,
3. Hold a weekly visit with all Employment Service Counselors reviewing the qualifications and readiness of each participant,
4. Participate in Employment Clinics sharing job information with participants.
5. Develop special employment programs, cooperating with specialized industries.

Employment Service Staff

A. Counselor

There is one Employment Service Counselor assigned to each neighborhood center. The duties of the counselor are to:

1. Certify eligibility of participants in Basic Skills for training allowances.
2. Conduct individual counseling sessions with participants when necessary to solve specific problems,
3. Coordinate and supervise the activity of the indigenous worker assigned to the center,

4. Participate in regular staff meetings and evaluate the progress of each participant weekly,
5. Keep abreast of and inform participants about openings in skill training classes and refer interested participants to such classes,
6. Approve training allowance forms and check for completeness,
7. Report as requested to the project manager as assigned by the Indiana State Employment Service.

B. Indigenous Workers

One indigenous worker is assigned to each center. He reports to the Employment Service Counselor and performs the following duties:

1. Follow-up on individuals who have made initial contact at the center but have not participated in an Employment Clinic,
2. Follow-up on individuals who fail to keep referral appointments following the Employment Clinic,
3. Follow-up on trainees who are absent for two consecutive days to determine reason and write a report to the counselor,
4. Establish and maintain relationships with community leaders and agencies, churches, schools and neighborhood organizations to the benefit of the program, and
5. Actively recruit participants when needed for the Employment Clinic.

Staff Orientation

A Pre-Service Training Program was held from February 9 to February 16 at Flanner House. It was conducted by the project director. The training program was designed to orientate the staff in the objectives of the project, the staff responsibilities, the methodology of reporting and the relationship with the Employment Service staff.

Each member of the staff was trained in conducting the Employment Clinic, teaching the Basic Skill Classes, the World of Work, the Job Search Clinic and individual counseling. This approach was taken so that each staff member is knowledgeable in the entire program and each component part. We have had the experience that if every staff member is trained in all component parts of a project they tend to work as a unified team as opposed to training individuals in a specialized component part without an understanding of the whole program.

In-Service Training is conducted on a regular basis by the training staff of the Board for Fundamental Education. The Quality Control section of the Board evaluates the attendance, academic progress and curriculum progress reports on each student in the program. The use of the training and Quality Control staff of the Board enables constant upgrading of staff skills in the centers.

A joint training session involving the Employment Service staff and the Flanner House Project staff was held the last of February. The reason for not having this joint training session before the opening of the project was because funding for trainee allowances did not arrive at the Employment Service until four weeks after Flanner House received its authorization.

Upon the receipt of authorization for trainee allowances by the Employment Service, a joint staff training session was held. This session was conducted by Dr. R. Lee Henney, Project Director. The outline of this training program was similar to that of the original training program.

Employment Clinics opened in each center on February 19, 1968 and have been conducted continuously since that date. Basic Skill classes began on March 11, 1968 at which time Employment Service Counselors and indigenous workers were assigned to the centers.

DEMONSTRATION FEATURES

The Indianapolis Manpower Utilization Project being conducted by Flanner House in cooperation with the Indiana State Employment Service and the private business sector of Indianapolis seeks to demonstrate the following.

1. That private industry is interested and will finance an educational program for its undereducated employees.

Classes are now being conducted in two companies in Indianapolis. During the month of May classes will be opened in two additional companies. The first company, Eli Lilly Pharmaceutical Company, presently has several in-plant classes operative in their company. L. S. Ayres and Company of Indiana, the largest retail store in Indianapolis has agreed to participate with a pilot program for 20 employees. The first two companies represent an investment of over $50,000 in their present employees in providing this educational opportunity. The advantage of having the private industrial sector to participate in such a program is that their undereducated employees can be upgraded in order to create entry level job openings for persons completing the pre-employment treatment program.

2. That a Pre-Employment Program for a neighborhood center can be designed to ready unemployed individuals for productive employment.

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The program for the neighborhood pre-employment center is designed so that unemployed individuals can gain the necessary employment information and academic base to become gainfully employed in industry in Indianapolis. The goal of having unemployed persons become employed is attained by providing the individuals with a diagnostic service, which determines their needs for education and training; also a treatment program, which provides academic upgrading, positive behavioral and attitudinal change, and employment information; a job referral service, which provides the participant who completes the pre-employment program with an opportunity for gainful employment.

3. That both unemployed and undereducated individuals will take advantage of educational opportunities, if offered in geographical areas where they feel secure.

In selecting sites for the pre-employment program it was necessary to have these centers located in the communities where unemployed persons reside in terms of accessibility. Placement of these centers has shown that the majority of the persons participating had not previously registered with the Employment Service which heretofore had its offices located downtown in the center of the city. It is also noteworthy that the majority of both the unemployed and the undereducated individuals participating in the program had not attempted to return to the public school to complete their education.

4. That a cooperative project involving both government and private monies is an effective method of creating upward job mobility for undereducated individuals.

The significance of conducting the neighborhood pre-employment program and the private industrial program simultaneously is that private industry can then upgrade its employees who complete the program and hire individuals from the neighborhood pre-employment program into the entry level jobs vacated by their upgraded employees. The participation of Eli Lilly Pharmaceutical Company and L. S. Ayres and Company in the in-plant program makes this "feeder" system possible, in that both companies have workers who have proven to be good loyal workers in entry level jobs and who can qualify for job upgrading if they had the opportunity to raise their academic base. This program provides that opportunity.

FIRST FOUR WEEKS OF PROGRAM IMPLEMENTATION

The Indianapolis Manpower Utilization Project is designed to provide a program of recruitment, diagnosis, treatment and referral to jobs for 500 presently unemployed individuals in the Indianapolis community.

The program began with a series of on-going Employment Clinics held at each of the four neighborhood centers each week. This component is designed to provide the project staff with necessary information in diagnosing the educational, training and employment needs of each participant. On Monday evening, during the first session, an Employment Clinic Questionnaire is completed by each participant, and from this questionnaire the necessary information about each individual is obtained. All statistical information presented in this report has been obtained from these questionnaires with the exception of the tested grade level performance.

Source of Referrals

Two hundred and twenty persons were referred to the program through three sources of referral. The first source, Agencies, referred a total of 105 persons during the first four weeks of the program. The greatest number of these persons were referred by the contractor, Flanner House (69). Thirty-seven persons responded to the information obtained through the Mass Media. The greatest number of persons (26) referred in this area had read about the program in the newspapers. Related Sources was responsible for referring 76 individuals to the program. This source of referral included relatives, friends, church or minister.

Friends referred 44 persons to the program, the greatest number of referrals under Related Source. One person stated that he had been referred to the program by the Mayor of Indianapolis, and another participant was referred to the program by Indiana University.

Table 1 is a listing of Sources of Referral to the program for all participants during the first four weeks of the program. The sources are given in four categories: Agencies, Mass Media, Related Sources and Other.

TABLE 1. SOURCE OF REFERRALS TO THE PROGRAM FOR ALL PROGRAM PARTICIPANTS FOR THE FIRST FOUR WEEKS OF THE PROJECT

Source of Referral	Center				Total
	North	South	East	West	
Agencies					
Flanner House	44	4	16	5	69
Employment Service	3	4	1	3	11
Social Service Agencies	0	5	1	0	6
Dept. Public Welfare	4	2	5	5	16
Family Service	0	0	0	1	1
Public School	0	1	0	0	1
Juvenile Court	1	0	0	0	1
Total	52	16	23	14	105
Mass Media					
Radio & TV	4	0	1	0	5
Newspaper	15	3	3	5	26
Posters & Handbills	1	5	0	0	6
Total	20	8	4	5	37
Related Sources					
Relative	6	3	10	4	23
Friend	12	7	20	5	44
Church or Minister	4	3	0	2	9
Total	22	13	30	11	76

Other					
Mayor	0	0	1	0	1
Indiana University	0	0	0	1	1
Total	0	0	1	1	2
Total	94	37	58	31	220

Employment Clinic Enrollment

During the first week of the program, 83 persons participated in the Employment Clinic. Forty persons participated at the North Center; the South Center had 14 participants; the East Center had 13 participants, and 16 persons participated in the Employment Clinic at the West Center.

The total enrollment of Employment Clinic participants for the second week was 64: twenty-four at the North Center, 14 at the South Center, 20 at the East Center, and 6 at the West Center. Total enrollment for the third week was 38 participants, 18 at the North Center, 3 at the South Center, and 12 at the East Center and 5 at the West Center. During the fourth week of the program, 12 persons attended the Employment Clinic at the North Center; 6 persons attended at the South Center; 13 persons attended at the East Center, and 4 persons attended the Employment Clinic at the West Center.

Table 2 gives the number of participants enrolled in the Employment Clinics the first four weeks of the program. This information is given by week and by center with total computations.

TABLE 2. NUMBER REPORTING TO EMPLOYMENT CLINIC FIRST FOUR WEEKS OF PROGRAM AND TOTAL COMPUTATIONS

Center	First Week	Second Week	Third Week	Fourth Week	Total
North	40	24	18	12	94
South	14	14	3	6	37
East	13	20	12	13	58
West	16	6	5	4	31
Total	83	64	38	35	220

Personal Data of Employment Clinic Participants

The average age of the persons participating in the program the first four weeks is 27.96 years. The female population (160) of the program far exceeds the male population (60). This ratio of males to females is indicative of the population of inner-city Indianapolis which is characterized by a large number of female heads of household. Of the 220 persons participating in the program during the first four weeks, 196 participants were Negroes and 24 participants were Caucasion.

The majority of the participants (86) are single; 73 persons are married; 34 are separated from their spouse, 18 are divorced, and 8 are widowed. The average number of dependents for participants is two.

The participants have lived in the community for an average of 12.3 years. One hundred seven of the 220 persons participating in the program are heads of household.

Table 3 gives the average age of participants, sex, race, marital status, number of dependents, number of years in community, number who are heads of household, by center, for all persons participating in the program the first four weeks of the program. This table also gives total computations.

TABLE 3. AGE, SEX, RACE, MARITAL STATUS AND NUMBER OF DEPENDENTS, NUMBER OF YEARS IN COMMUNITY, NUMBER WHO ARE HEADS OF HOUSEHOLD OF ALL FOUR CENTERS DURING THE FIRST FOUR WEEKS OF THE PROJECT

Center	Average Age	Sex		Race		Marital Status					No. of Depend.	No. of Yrs. in Comm.	Heads of House-hold
		Male	Female	Negro	Caucasion	Single	Married	Separated	Divorced	Widowed			
North	27.96	16	78	93	1	33	27	20	10	4	200	14.37	46
South	28.62	20	17	17	20	16	17	11	2	1	120	16.16	14
East	26.81	15	43	55	3	22	24	7	3	1	57	8.00	28
West	28.45	9	22	31	0	15	5	6	3	2	70	10.66	19
Total	27.96	60	160	196	24	86	73	34	18	8	447	12.30	107

Of the 220 participants, 185 are unemployed. Thirty-five persons are employed -- 17 full time, 12 part-time, and 1 temporary.

Table 4 shows the number of persons unemployed, the number employed, nature of employment for those who are employed, by center with total computations.

TABLE 4. NUMBER OF PARTICIPANTS UNEMPLOYED, NUMBER EMPLOYED, NATURE OF JOB, FOR PROGRAM PARTICIPANTS OF THE FOUR CENTERS FOR THE FIRST FOUR WEEKS OF THE PROJECT

Center	Number Unemployed	Number Employed	Nature of Employment				
			Full Time	Part Time	Tempor-ary	Undeter-mined	
North	78	16	7	8	0	1	
South	31	6	2	0	1	3	
East	51	7	5	1	0	1	
West	25	6	3	3	0	0	
Total	185	35	17	12	1	5	

Although, 185 persons are unemployed, only 79 or 42.7 per cent of the persons have previously registered with the Indiana State Employment Service. One objective of having the Employment Service participate in this community employment program is to bring the services of the Employment Service to the unemployed population.

Although 185 persons participating in the program are unemployed, only 24 persons have received unemployment benefits within the last five years. Table 5 shows the number of participants, by center, who have received unemployment benefits during the past five years. It also gives the total number of persons receiving such benefits.

TABLE 5. NUMBER OF PARTICIPANTS BY CENTER, WHO HAVE RECEIVED UNEMPLOYMENT BENEFITS DURING THE LAST FIVE YEARS

Center	Number
North	13
South	2
East	5
West	4
Total	24

Of the 220 persons participating in the program, 34 participants or 15.45 per cent have been fired from their jobs. Table 6 is a listing by center of the number and per cent of individuals who have been fired from their jobs. This table also gives the total number and per cent for all centers.

TABLE 6. NUMBER AND PER CENT OF PARTICIPANTS, BY CENTER, WHO WERE PREVIOUSLY FIRED FROM THEIR JOBS

Center	Number	Per Cent
North	17	18.09
South	5	13.51
East	9	15.52
West	3	9.68
Total	34	15.45

The four neighborhood centers are located in areas of Indianapolis considered to have high crime rates. However, only 40 or 18.18 per cent of the 220 persons participating in the program indicated previous arrest records for law violations. Such records of arrest often preclude

persons being gainfully employed. It is our hope that through this program such persons, after individual counseling, can find permanent employment in the Indianapolis community.

Table 7 shows the number and per cent of persons, by center, who indicate arrest records for law violations. It also gives the total number and per cent of persons with such records.

Table 7. NUMBER AND PER CENT OF PROGRAM PARTICIPANTS, BY CENTER, PREVIOUSLY ARRESTED FOR LAW VIOLATIONS

Center	Number	Per Cent
North	16	17.02
South	3	8.11
East	11	18.97
West	10	32.26
Total	40	18.18

Although the population of program participants is largely unemployed female heads of household, only 34 persons or 15.45 per cent participating in the program have ever received welfare payments. Table 8 shows the number and per cent, by center, of persons who have previously received welfare payments. This table also gives the total number and per cent of persons who have previously been welfare recipients.

TABLE 8. NUMBER AND PER CENT OF PROGRAM PARTICIPANTS BY CENTER WHO HAVE PREVIOUSLY RECEIVED WELFARE PAYMENTS

Center	Number	Per Cent
North	15	15.96
South	5	13.78
East	7	12.07
West	7	22.58
Total	34	15.45

The average last grade of formal education completed by program participants is 9.23. The range of last grade completed is from 0 to 14 (high school completion plus two years of college). Table 9 gives the average last grade of formal education completed by program participants. This table also gives the total average last grade completed for all program participants.

TABLE 9. AVERAGE STATED LAST GRADE OF FORMAL EDUCATION COMPLETED BY PROGRAM PARTICIPANTS

Center	Average Last Grade Completed
North	9.73
South	9.16
East	9.33
West	8.71
Total	9.23

Tested Educational Levels

In order to determine the actual academic performance level of participants, the Word Meaning and Arithmetic Computation Subtests of the Stanford Achievement Test are administered to all participants during

the second session of the Employment Clinic. The results of this test indicate that the participants are functioning at one half the actual grades completed in formal education.

The mean pre-instructional grade score in reading for all participants is 5.6, and the mean pre-instructional grade score in Arithmetic Computation for all participants is 4.5.

Table 10 shows the mean pre-instructional grade scores, by center, for program participants. This table also gives the total mean grade scores for all program participants.

TABLE 10. MEAN PRE-INSTRUCTIONAL TESTED GRADE LEVELS OF PROGRAM PARTICIPANTS OF THE FOUR CENTERS AS MEASURED BY SUB-TESTS WORD MEANING AND ARITHMETIC COMPUTATION OF THE STANFORD ACHIEVEMENT TEST, INTERMEDIATE II, FORM W

Center	Number of Participants	Stanford Achievement Test Pre-Instructional Grade Level	
		Word Meaning	Arith. Comp.
North	94	6.3	5.2
South	37	6.3	4.8
East	58	5.2	4.3
West	31	4.9	3.7
Total	220	5.6	4.5

Employment Clinic Follow-Up

During the first four weeks of program implementation, 220 persons were referred to the pre-employment program. Ninety-four persons reported to the North Center and enrolled in the Employment Clinic; 37 persons enrolled in the Employment Clinic at the South Center, 58 persons enrolled in the Employment Clinic at the East Center, and 31 persons enrolled at the West Center.

Of the 220 persons participating in the Employment Clinic, 165 participants completed the Employment Clinic. The reason for most persons dropping out of the program at this point is that they had felt they would come to the center on Monday evening and be given a job immediately.

Table 11 gives the number of participants by center and week who completed the Employment Clinic and total number of participants who completed the Employment Clinic.

TABLE 11. NUMBER COMPLETING EMPLOYMENT CLINIC FIRST FOUR WEEKS OF PROGRAM AND TOTAL COMPUTATIONS

Center	First Week	Second Week	Third Week	Fourth Week	Total
North	26	19	10	11	66
South	8	6	1	4	19
East	11	19	11	11	52
West	13	6	5	4	28
Total	58	50	27	30	165

All persons completing the Employment Clinic are referred to either Basic Skills classes, Job Search Clinic, the Employment Service Counselor, Vocational Training Opportunities, or High School Completion Course.

Persons referred to Basic Skills Classes, which are conducted in the center, are those persons who have a tested academic deficiency. One hundred eighteen persons were referred to Basic Skills classes. Of this number, 63 reported to class and enrolled. Many of the persons who were referred to these classes did not enroll primarily because either they

did not qualify as head of household, which provides a training allowance, or they were not interested in training programs, but, rather, were seeking immediate employment. Some of the women referred to such training were married and not classified as head of household. Among the male population, training opportunities seem to be associated with long range goals, whereas immediate employment would give immediate gradification.

Thirty-four persons were referred to the Job Search Clinic because of their inability to find a job completely on their own. A few of these persons were found to have academic deficiencies, but they did not wish to participate in the Basic Skills classes. Of the 34 persons referred, 21 persons participated in the Job Search Clinic.

One person was interested in a specific vocational training program. This person did not indicate a deficiency in basic skills, and therefore he was referred to the Indiana Vocational Technical College for training.

One individual participating in the program had come to the center to learn specifically how he could finish his high school education. This person's test results indicated he was functioning above the eighth grade level. He was referred to the General Education Development Program conducted by Flanner House to prepare for the state administered test which qualifies applicants for high school equivalency certificates.

Twelve persons who participated in the program were able to find employment as a result o their involvement and the information presented in the Employment Clinic.

Table 12 shows the number of referrals made, by category and center, the number of persons reporting to the referrals, the number who did not

did not report to referrals, and the number of job placements for the first four weeks of the program. This table also includes total computations in the areas of referrals made, the number reporting to referrals, number not reporting to referrals and job placement.

TABLE 12. NUMBER OF EMPLOYMENT CLINIC REFERRALS, NUMBER OF PERSONS REPORTING TO SPECIFIED REFERRALS, NUMBER NOT REPORTING TO REFERRALS, NUMBER PLACED ON JOBS AND TOTAL COMPUTATIONS FOR FIRST FOUR WEEKS OF PROGRAM

Center	Areas of Referral: Number of Referrals Made						Number Reporting to Referrals						Number not Reporting to Referrals	Number Placed on Jobs
	Basic Skills	Job Search	Emp. Ser.	Vocational Training	G.E.D.	Total	Basic Skills	Job Search	Emp. Ser.	Vocational Training	G.E.D.	Total		
North	39	22	4	1		66	23	16	4	1		44	22	6
South	14	4	1			19	6	1	1			8	11	
East	41	6	5			52	15	2	3			20	32	2
West	24	2	1			28	19	2	1		1	23	5	4
Total	118	34	11	1		165	63	21	9	1	1	95	70	12

IN-PLANT TRAINING PROGRAM

Flanner House of Indianapolis has contracted to provide a program of both pre-employment training and In-Plant Training to be conducted simultaneously. The reasons for the community centers program and In-Plant Program being conducted at the same time are three.

1. The first reason for conducting such an integrated program is to provide industry with a method of economically upgrading their present employees who hold entry level positions in order to make jobs available for the new hires from the ranks of the hard core unemployed. Industry in general has millions of individuals who cannot be upgraded to higher job classification because of their low educational performance level. Therefore, the In-Plant component of this project presents a program by which industry can raise the academic level of all undereducated employees in the company.
2. The second reason for conducting such an integrated program is that it provides the opportunity for constant evaluation of our Basic Skills Development Curriculum to keep it meaningful in terms of the industrial requirement. Through our division of curriculum adjustment we are constantly revising our curriculum to meet the needs of the industrial situation. We therefore, keep our center's curriculum relevant to the industrial needs.

3. The third reason for the integrated program is to establish a feeder program from unemployment to job upgrading as a continuous process. The problems of the unemployed and underemployed are not going to be solved by a piece-meal approach. Therefore, in this program we hope to evolve a total approach which begins on the street corner and ends with job upgrading in the plant.

In order to establish an In-Plant Training Program, a five step process within the company is implemented. The five step process is carried out by members of the briefing teams of the Board for Fundamental Education. The five steps which are taken at each plant prior to conducting classes are:

Step 1. A meeting between a B.F.E. representative and the training director, personnel manager and/or industrial relations manager of the company is held. At this meeting an agreement is reached on the classes which are to be held, instructional sights are located and next steps to implementation are scheduled.

Step 2. A meeting is held with the top management of the company. This meeting includes the President and/or Works Manager and their respective staff members. The purpose of this meeting is to inform them in depth about the goals of the program and the methodogy of implementation. This meeting is followed by a series of briefing sessions with divisional supervision and general supervision directed toward the goal of orientation to the program. In a

plant where there is a union, the above briefing sessions include the officers of the bargaining unit.

Step 3. A B.F.E. staff member holds a series of meetings with first line foreman of the company. This is the selection process used in gaining potential students for the classes. We have found that the first line foreman or group leader knows the capabilities of his workers better than anyone in the company. Therefore, we tell him about the program, its goals and ask him to submit a list of names of those workers who if their academic base was increased they could:

a. do their present job better, or

b. be given a job with more responsibility, or

c. be recommended for a company conducted training program.

The list of potential students is turned into the training director.

Step 4. Employee Clinics are held which involve those workers who have been selected by their foreman. The Employee Clinic is the information and motivational meeting to develop interest and acceptance of the educational program by the workers. This meeting is usually scheduled on company time and the workers are released from their jobs to attend.

The In-Plant educational program is voluntary and classes are conducted on the persons own time either before he

starts his work day or following the completion of his work day. The classes are conducted two hours per day, three days per week. Therefore, no tests are administered until the individual has expressed interest in taking the course. Testing is only administered to determine the academic needs of the adult, not to screen him out of the program.

Step 5. One week following the completion of the Employee Clinics, classes start. In the Indianapolis In-Plant Training Program three courses of instruction are being taught. The Basic and Advanced Courses are being taught in the In-Plant Program. These are the same courses which are being offered in the neighborhood program. The High School Completion Course is also being taught in the In-Plant Program. This course is designed to enable the student who completes the course to successful pass the High School Equivalency Test which is administered by the Board of Education.

Programs to Date

We are currently conducting two In-Plant Training Programs in the Indianapolis Community. We have a total of 79 workers involved in the two programs. During the month of May we are opening two additional programs.

The first In-Plant Program to become operational was the program at the Eli Lilly Pharmaceutical Company. Eli Lilly is one of the major employers in Indianapolis and has traditional hired high school

graduates. However, over the years they have hired several hundred employees who have less than a high school education. Therefore, a program was established whereby a selected number of individuals would be allowed the opportunity of completing their high school education. The program was implemented during the month of February.

The company invited 113 personnel to the Employee Clinics at the Kentucky Avenue and McCarty Street Plants. Of the one hundred thirteen (113), thirteen (13) did not report. One hundred (100) personnel attended the Clinics and of that number seventy-three (73) accepted the program and twenty-seven (27) refused. Of the seventy-three (73) that accepted, thirty-nine (39) personnel were assigned to the Advanced Course and thirty-four (34) were assigned to the High School Completion Course. Table 13 contains a summary of the disposition of all the personnel who were invited to participate in the Adult Education Program at the Eli Lilly Company.

TABLE 13. SUMMARY OF THE DISPOSITION OF ALL PERSONNEL INVITED TO ATTEND THE EMPLOYEE CLINICS AT THE ELI LILLY COMPANY

Disposition	Number	Per Cent
Total Invited	113	100
Total Non-Reportees	13	11.5 of 113
Total Attended	100	88.5 of 113
Total Refusals from Total Attended	27	27 of 100
Total Assigned to Class from Total Attended	73	73 of 100
Total Assigned to Class	73	100
Total Assigned to Advanced Course	39	53.4
Total Assigned to High School Completion Course	34	46.6

The second In-Plant Training Program to become operational in Indianapolis was at the L. S. Ayres and Company. L. S. Ayres is the largest retail store in the Indianapolis community. It has a number of operations in and around Indianapolis as well as throughout the state of Indiana.

A pilot program of In-Plant Adult Education started the 15th of April. Thirty-four personnel were invited to the Employment Clinics at the L. S. Ayres downtown store. Of the thirty-four (34), six (6) did not attend the clinic. Twenty-eight (28) personnel attended the clinic and of that number one (1) refused the program while twenty-seven (27) accepted. Of the twenty-seven (22) that accepted, nine (9) personnel were assigned to the Basic Course; eleven (11) personnel were assigned to the Advanced Course, and six (6) personnel were designated to be in need of a Special Math Class. These six had a tested deficiency in mathematics but were not deficient in the communication skills. Table 14 contains a summary of the disposition of all the personnel who were invited to participate in the Adult Education Program at the L. S. Ayers and Company.

TABLE 14. SUMMARY OF THE DISPOSITION OF ALL PERSONNEL INVITED TO ATTEND THE EMPLOYEE CLINICS AT THE L. S. AYRES AND COMPANY

Disposition		
Total Invited	34	100
Total Non-Reportees	6	17.7 of 34
Total Attended	28	82.3 of 34
Total Refusal of Program	1	3.6 of 28
Total Accepting Program	27	96.4 of 28
Total Tested Above Program	1	3.6 of 27
Total Assigned to Class	26	100
Total in Special Math (Not Offered)	6	23.1 of 26
Total Basic Course	9	34.6 of 26
Total Advanced Course	11	42.3 of 26

We have, at this time, signed the contract with the Indianapolis Retail Merchants Association and have conducted the first two steps of program implementation. This project will include sixty (60) employees of cooperating retail merchants of Indianapolis over the next twelve months.

We have, at this time, negotiated the contract and conducted Step 1 of Program Implementation with the Hugh Baker Company of Indianapolis. This is a small steel fabricating company of Indianapolis. We will be providing the Basic and Advanced Courses to employees in that company within the next 30 days.

SPECIAL PROGRAMS

The Indianapolis Manpower Utilization Project is unique in that it attempts to establish a working relationship with the business community. In manpower development, we have generally stressed the problems of the unemployed and why they could not get jobs. However, few programs, if any, studied or attempted to aid industry in solving their problems in hiring the unemployed. In order to involve the business community in the project and to seek solutions to their problems, we have implemented several special programs in the Manpower Project.

Personnel Interviews Exposure and Training Experience

One of the major places of discrimination for unemployed individuals is in industry. The personnel interviewer, as hard as he might try, may not be able to see beyond the black face, the dropping out of school, the arrest record or any other obstacle which causes employers to reject applicants. In order that industrial Personnel Interviewers have an opportunity to be exposed to, and learn about the people of the ghetto; we have four such persons in the Employee Clinics each week.

The visiting Personnel Interviewers come to conduct practice interviews, tell the people about employment, and teach what employers expect. However, it has been our experience that the interviewers learn more than they teach about a population which they rarely see in a group situation.

We have had twenty-eight different interviewers in the center so far in the program. Participation has been excellent and several interviewers have hired people as a result of their visit to the center.

Retail Sales Training Program

One of the specific assignments of our Job Developers is to create programs in the employment area which aid our clients in their employability. The first such program was held during the month of April.

Our Job Development Staff conducted a Retail Sales Training Clinic for individuals in the centers who were interested in that area of employment. The clinic was conducted in a local hotel on Monday and Wednesday nights for three weeks. The classes taught were on:

"What Is Selling?"

"What Is Retailing?"

"Fashion Selling"

"The Well-Groomed Person

"The Cash Register"

"Salesmanship"

"Taking a Test"

The classes were conducted by representatives of local retail merchants. Every aspect of retail sales was represented by an employee who was a specialist in his area. The instructors for the first night were: John Spear (Department Manager at L. S. Ayers and Company), Thelma Russell (Buyer, H. P. Wasson and Company), Mary Mullens (Merchandise Clerk, H. P. Wasson and Company), and Dave Hyde (Salesman, L. S. Strauss and Company).

The second session of the clinic was on the topic "What Is Retailing?" This session was conducted by the L. S. Ayres and Company staff, and included the following personnel: Dorothy Proesch (Training Director), Brenda McCutchan (Personnel Interviewer), Robert Bowers (Buyer, Cosmetics), Joseph Vennemann (Administrative Assistant), Jean Bradford (Selling Service), Ermal South (Buyer, Lamps), Joseph LaCombe (Controller), Robert Cramer (Store Manager).

The Wm. H. Block Company conducted the first hour of the third session dealing with fashion. The second hour was devoted to the topic of grooming, and conducted by the Principal of a local beauty college.

The fourth session was conducted by a representative of the National Cash Register Company and dealt with the training of cashiers, the reason for cash registers, and "How to Meet Customers." This session was held in the National Cash Register Company's offices.

The fifth session was conducted by the staff of the Indiana National Bank on "How to be Successful in Sales."

A graduation program was held on the sixth session at which time thirty-one of the thirty-five who began the course graduated. Within the first week after the course, fifteen of the graduates were working in retail sales positions in Indianapolis.

The next clinic which will be held will involve the larger food stores. This clinic will be conducted by representatives of food stores for those individuals who are interested in securing positions in this vital industry.

The World of Work

Each day from 3:30 to 4:30 p.m., the World of Work Course is presented in the Neighborhood Centers. This course is designed to aid the individual in adjusting to a work situation.

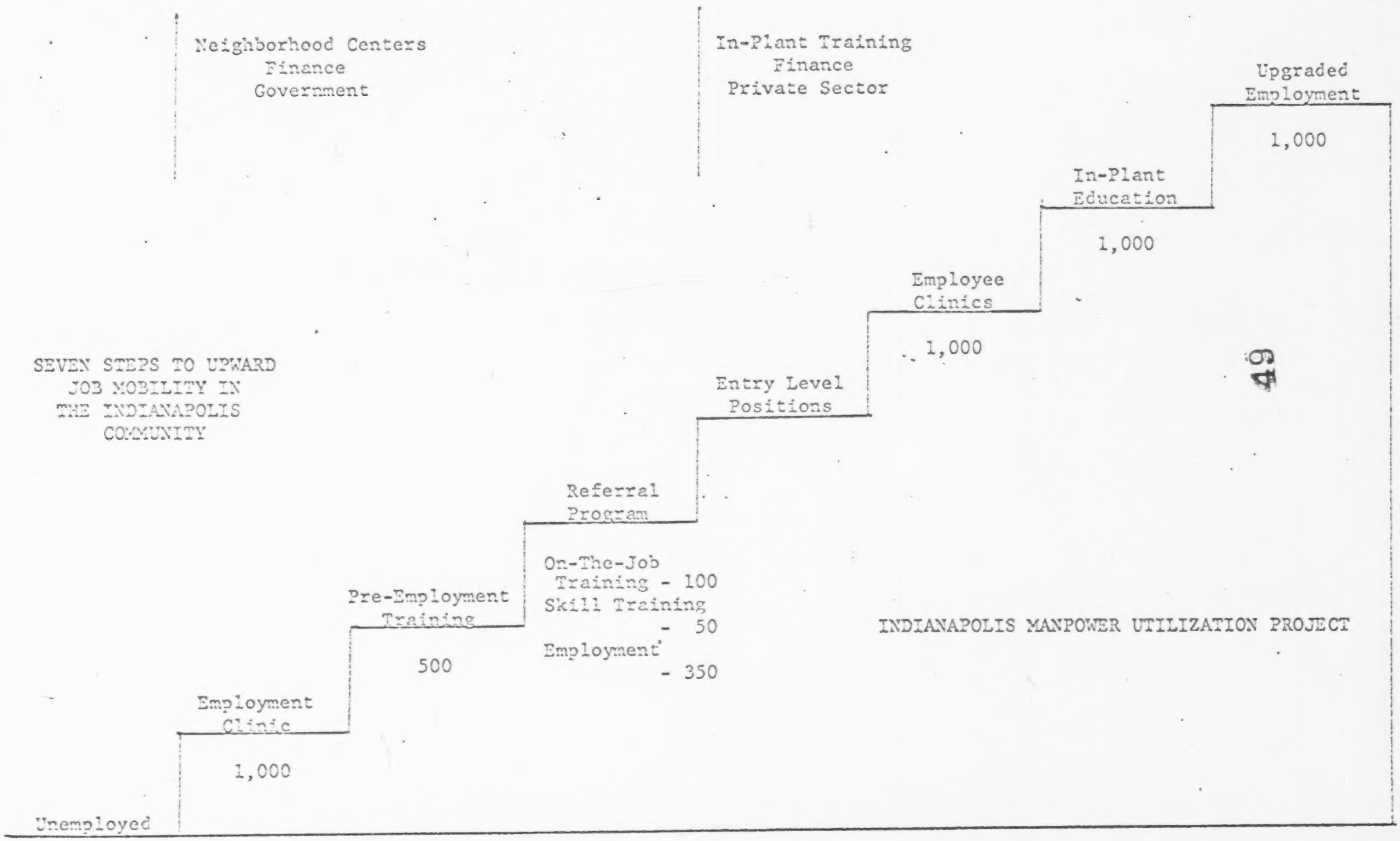
There are industries which have hired unemployed persons who have had little o no experience in modern industry. Therefore, the adjustment to the factory is difficult without assistance, if not impossible.

We have worked out a cooperative program with Eli Lilly and company by which they employ the unemployed individuals from getto neighborhoods; and we provide them with the World of Work Course. At present, there are seven employees who work seven hours each day and attend the World of Work Course for one hour per day in the center nearest their work location. It is expected that this cooperative program will grow in size and significance in the next few months.

APPENDICES

APPENDEX A

EXHIBIT 1



APPENDEX A

EXHIBIT 2

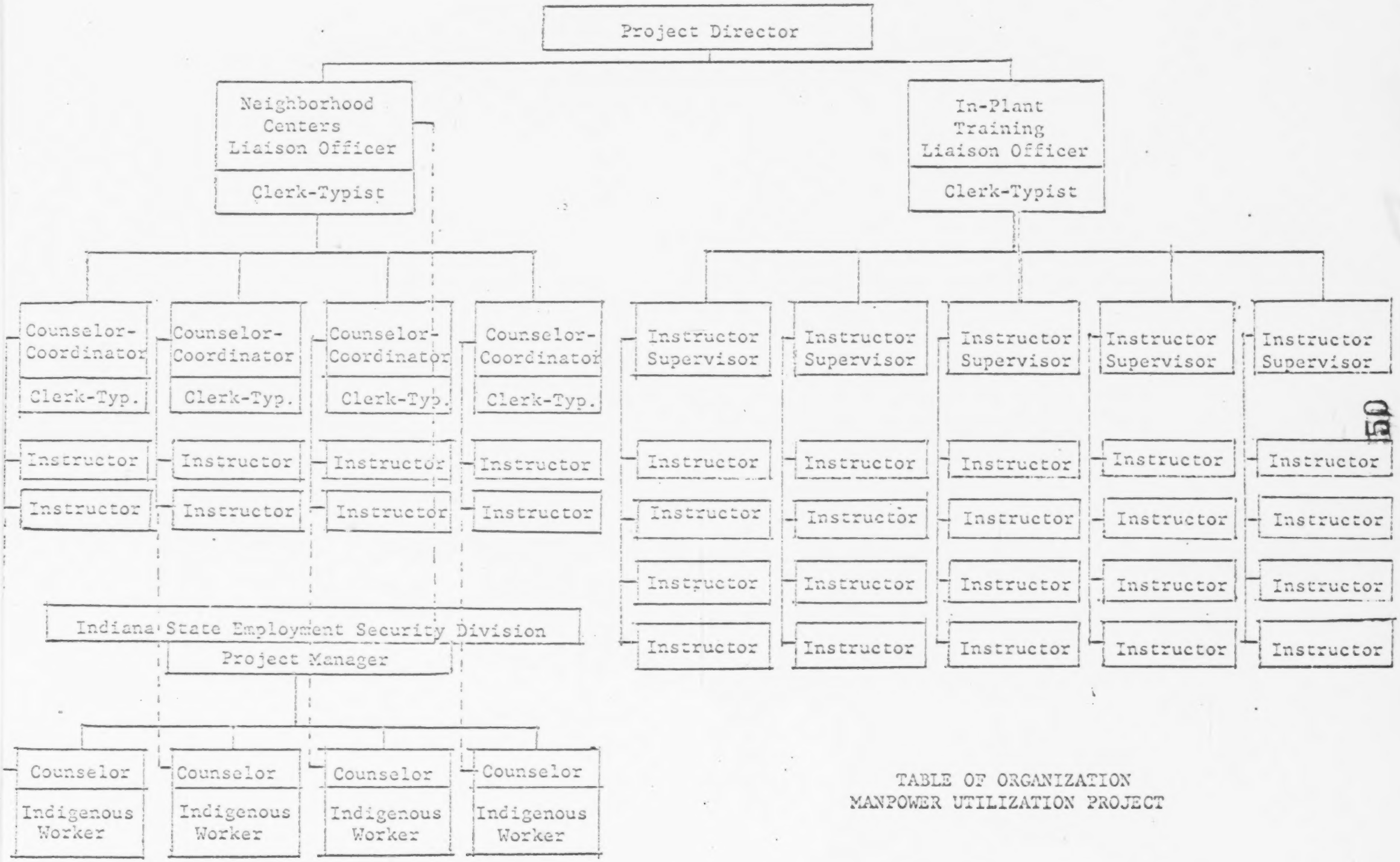


TABLE OF ORGANIZATION
MANPOWER UTILIZATION PROJECT

APPENDIX B

EXHIBIT 1

RESUMES

PROJECT DIRECTOR

R. Lee Henney, Ph. D.
3932 Washington Boulevard
Indianapolis, Indiana 46208
Telephone: 283-7833

Chronology of Experience

1964 - Present	Director of Adult Education, Board for Fundamental Education, Indianapolis, Indiana
October, 1968 - April 1964	Director of Literacy Education, Department of Correction, State of Indiana
May, 1959 - December, 1963	Minister, First Christian Church, Bloomfield, Indiana
May, 1957 - May, 1959	Minister, Banquo Christian Church, LaFontaine, Indiana
1957 - 1958	Teacher, Jefferson High School, Indiana
1956 - 1957	Minister, Corunna Christian Church, Indiana
1955 - 1956	Machinist, General Motors, Chicago, Illinois

1951 - 1955	Minister, Plato Christian Church, Plato, Missouri

Education

1959 - 1964	Indiana University, Ph. D. Adult Education
1958 - 1959	Butler University, MA, Philosophy
1957 - 1959	Christian Theological Seminary, B.D., Religion
1955 - 1957	University of Chicago, Graduate Courses in Psychology
1951 - 1955	Drury College, A.B., Sociology and Criminology

Personal

Date of Birth:	October 16, 1933
Marital Status:	Married, two children
Health:	Good

APPENDIX B
EXHIBIT 2

PROJECT LIAISON OFFICER - COMMUNITY PROGRAM

Robert King
134 West 44th Street
Indianapolis, Indiana 46208
Telephone: 283-3805

Chronology of Experience

July, 1967 - February, 1968	Curriculum Adjustment Specialist, Board for Fundamental Education, Indianapolis, Indiana
1967 - July 1967	Director of Corpsmen Community Activities and Atterbury Liaison Officer with Regional OEO Offices, Atterbury Job Corps Center, Westinghouse Management Services, Inc., Edinburg, Indiana
1966 - 1967	Manager, Corpsmen Living, Atterbury Job Corps Center, Westinghouse Management Services, Inc., Edinburg, Indiana
1966 -	Associate Minister, Mt. Zion Baptist Church, Indianapolis
1963 - 1966	Associate Pastor, Providence Baptist Church, Baltimore, Maryland
1962 - 1965	Program Administrator, Design and Development Projects, Space Programs and Aerospace Test Laboratories, Aerospace Division, Westinghouse Defense and Space Center, Baltimore, Maryland

1959 - 1962	Project Coordinator, Westinghouse Testing Reactor, Westinghouse Electric Corporation, New Stanton, Pennsylvania
1958 - 1963	Pastor, New Light Baptist Church, Pittsburgh, Pennsylvania
1956 - 1959	Chemist, Pennsylvania Reactor Project, Atomic Power Department, Westinghouse Electric Corporation, Forest Hills, Pennsylvania
1951- 1958	Pastor for Youth Activities, Ebenezer Baptist Church, Pittsburgh, Pennsylvania
1951 - 1956	Teacher of Mathematics and General Science, Pittsburgh Public Schools, Pittsburgh, Pennsylvania
1946 - 1951	Assistant Pastor, Zion Hill Baptist Church, Xenia, Ohio
1944 - 1951	Head, Photographic Analysis Unit, Engineering Department, Wright-Patterson Air Force Base, Dayton, Ohio
1941 - 1946	Instructor of Mathematics and Physical Sciences, Wilberforce University, Wilberforce, Ohio

Education

1935 - 1939	University of Pittsburgh, Pittsburgh, Pennsylvania, A.B., Degree Major: Mathematics

1939 - 1941	University of Pittsburgh, Pittsburgh, Pennsylvania, Graduate Courses in Chemistry
1953 - 1955	University of Pittsburgh, Pittsburgh, Pennsylvania, Graduate Courses in Education Administration
1965 - 1966	George Washington University, Washington, D. C., Graduate Courses in Financial Management

Personal

Born:	November 8, 1916
Marital Status:	Married, one son
Health:	Very good

APPENDIX B
EXHIBIT 3

PROJECT LIAISON OFFICER - IN-PLANT EDUCATION PROGRAM

Thomas L. Holtkamp
215 South Ninth Street
Noblesville, Indiana
Telephone: 773-2904

Chronology of Experience

January, 1967 - January, 1968	Supervisor of Recruitment and Training, Indianapolis, Manpower Utilization Project, Flanner House, Indianapolis, Indiana
December, 1965 - October, 1966	Manager of Education, Huntington Women's Job Corps, Huntington, West Virginia
June, 1965 - December, 1965	Project Director, Head Start, Kenosha, Wisconsin
September, 1963 - June 1965	Teacher, Board of Education Kenosha, Wisconsin
September, 1962 - September 1963	Teacher, The Day School, Chicago, Illinois
September 1958 - June 1962	Teacher, St.James School, Faribault, Minnesota
September 1957 - June 1958	Assistant to Head of Drama Department, St. Lawrence University, Canton, New York

Education

1962 - 1963	Roosevelt University, Graduate Courses in Education
1962 - 1963	Northwestern University, Graduate Courses in English
Summer, 1962	Butler University, Graduate Courses in English
1961 - 1962	Mankato State University, Graduate Courses in Testing and Measurements
	St. Lawrence University, B.A. Religious Education

Personal

Date of Birth:	April 21, 1934
Marital Status:	Married, one son
Health:	Good

APPENDIX C

BOARD FOR FUNDAMENTAL EDUCATION

To: Indianapolis Manpower Utilization Project Staff Date February 16, 1968

From: Dr. R. Lee Henney
Mr. Robert King

Copies:

Subject: Staff Assignments for Manpower Project

Personnel for South Center
320 Southwest St.

Counselor-Coordinator	- Mr. Norman Merrifield
Instructor-Basic	- Darryl E. Cork
Instructor-Advanced	- Mary J. Lamb
Clerk/Typist	- Ann Shoulders

Personnel for West Center
854 Indiana Ave.

Counselor-Coordinator	- Mr. Lewis Cummings
Instructor-Basic	- Mary White
Instructor-Advanced	- Larry Latimore
Clerk/Typist	- Dorthy Lites

Personnel for North Center
1061 West 30th St.

Counselor-Coordinator	- Mrs. Lena Harris
Instructor-Basic	- Mike Campeau
Instructor-Advanced	- Peggy Anderson
Clerk/Typist	- Rita Klaasse

Personnel for East Center
1731 Ingram St.

Counselor-Coordinator	- Mr. Curtis Morris
Instructor-Basic	- Joyce Young
Instructor-Advanced	- James Summitt
Clerk/Typist	- Darlene Washington

APPENDIX D

Orientation and Training

Program

for

The Manpower Utilization Project
Flanner House
333 West 16th Street
Indianapolis, Indiana

February 9 to February 16

Conducted by:

The Board for Fundamental Education
Division of Adult Education
156 East Market Street
Indianapolis, Indiana

ORIENTATION AND TRAINING

Friday, February 9, 1968 — Dr. R. Lee Henney

9:00 A.M.
- Introduction of Staff
- Program Description

11:00 A.M.
- Staff Responsibilities
  - Supervision
  - Testing
  - Employment Clinics
  - Job Development
  - Instruction
  - Job Search

1:30 P.M.
- Reports
  - Time and Expense
  - Attendance
  - Curriculum Progress
  - Power Tests
  - Inventory

3:30 P.M.
- Employment Service Staff
  - Forms
  - Relationships
  - Center Staff

5:00 P.M.
- Dismissal

Monday, February 12, 1968

THE EMPLOYMENT CLINIC

Dr. R. Lee Henney

9:00 A.M.
Background of the Employment Clinic
History and Purpose

10:30 A.M.
Monday Evening

11:15 A.M.
Tuesday Evening

1:30 P.M.
Wednesday Evening

3:00 P.M.
Thursday Evening

4:00 P.M.
Friday Evening

5:00 P.M.
Dismissal

Tuesday, February 13, 1968

JOB SEARCH

Dr. R. Lee Henney

9:00 A.M.
Background of Job Search
Rational for Job Search

10:30 A.M.
Job Search Program

1:30 P.M. — Mr. Norris Phillips
Teaching the Adult

5:00 P.M.
Dismissal

Wednesday, February 14, 1968

9:00 A.M. — Mr. Norris Phillips
Methods of Instruction
The Learning Team

1:30 P.M.
Teaching Basic Level

Thursday, February 15, 1968

9:00 A.M. — Mr. Norris Phillips
Teaching Advanced Level

1:30 A.M. — Mr. Thomas Holtkamp
The World of Work

Friday, February 16, 1968
Assignment fo Centers

DAILY ACTIVITY AT CENTER

9:00 - 12:00 A.M.
Basic Education - Instructor

1:00 - 3:30 P.M.
Basic Education - Instructor

3:30 - 4:30 P.M.
Introduction to World of Work - Counselor-Coordinator

4:30 - 5:00 P.M.
Individual Counseling

7:00 - 9:00 P.M.
Employment Clinic - Counselor-Coordinator

INDIANAPOLIS MANPOWER UTILIZATION PROJECT

STAFF

Director
Dr. R. Lee Henney

Project Liaison Officers
Mr. Robert King - Community Centers
Mr. Thomas Holtkamp - In-Plant Education

Center Coordinator Counselors
Mr. Norman Merryfield
Mr. Curtis J. Morris
Mr. Cecil Cummings
Mrs. Lena Harris

Instructors
Mr. Darryl E. Cork
Mr. Larry Latimore
Mr. Michael Campeau
Mrs. Mary Jane Lamm
Mrs. Mary E. White
Mrs. Peggy Anderson
Mrs. Joyce Young
Mr. James Summit

Job Developers
Mr. William McClure
Mrs. Estella Sanders

APPENDIX E

EXHIBIT 1

Program Schedule For
Indianapolis Manpower Utilization Project

8:30 A.M.	9:00 A.M.	12:00 A.M.	1:00 P.M.	3:30 P.M.	4:30 P.M.	5:00 P.M.
Center Opens Individual Counseling	Basic Skills Development	Lunch	Basic Skills Development	Introduction to World of Work	Individual Counseling	

The student will be in class 6 ½ hours per day and in contact 7 ½ hours per day.

The instruction will consist of 27 ½ hours Basic Skills Development per week and 5 hours Introduction to World of Work per week for a total of 32 ½ hours per week for classes and 5 hours per week for Individual Counseling.

This is a daily schedule for each student in the program.

Five and one-half (5 ½) hours per day will be for Basic Skills Development.

One hour per day will be for Introduction to World of Work Class.

One hour per day will be for Individual Counseling.

APPENDIX E

EXHIBIT 2

Training Program For
Indianapolis Manpower Utilization Project

The training program for the Manpower Utilization Project consists of a four step process. The individual is screened into the project as a result of his participation in the Employment Clinic at which time we diagnose his needs.

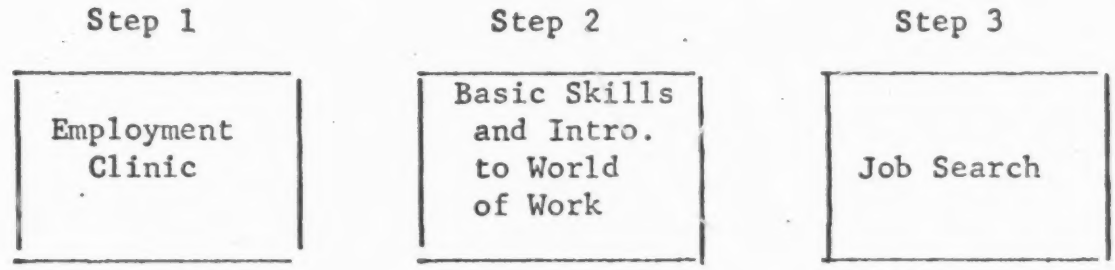
The Employment Clinic is a two hour per night, five night a week program. The participants come on their own time and training allowance is not paid during their involvement in this program.

Those individuals who need Basic Skills Development are referred to the training program. These individuals will be performing at less than the eighth grade level in reading and mathematics as determined by their performance on the Stanford Achievement Test.

The students enrolled in the program will be exposed to an educational and training program which includes academic instruction and socialization instruction. They will be involved in classes from 9:00 A.M. to 4:30 P.M. each day.

When the student has raised his academic level to the 8th grade level, then he is referred to Job Search at which time he is no longer paid training allowance. The maximum length of time he can be involved is twenty weeks; however he may be sent to Job Search at any time before his twenty weeks are up.

Student Flow
in
Indianapolis Manpower
Utilization Project



Only during Step 2 will the enrollee be paid a training allowance. He will be in class 32 ½ hours per week and in the center 37 ½ hours per week.

APPENDIX F
EXHIBIT 1

B A S I C C U R R I C U L U M - 656

(WITH POWER TESTS)

42	PHONICS CHARTS
5	HANDWRITING CHARTS
17	SPELLING LESSONS
24	ARITHMETIC LESSONS
20	ARITHMETIC POWER TESTS
6	ENGLISH LESSONS
5	ENGLISH TEST LESSONS
16	LANGUAGE POWER TESTS

SUPPLEMENTARY

1 Bk. READER'S DIGEST - SCIENCE READER
Green Book

12 Bks. READER'S DIGEST - ADULT READERS

STEP I
Book One: Workers in the Sky
Book Two: Send for Red
Book Three; Second Chance
Book Four: Mystery of the Mountain

STEP II
Book One: A RACE TO REMEMBER
Book Two: Valley of 10,000 Smokes
Book Three: Santa Fe Traders
Book Four: Mem Who Dare the Sea

STEP III
Book One: Guides to High Adventure
Book Two: First at the Finish
Book Three: "I Fell 18,000 Feet"
Book Four: What's On the Moon

HOURLY CURRICULUM

Basic 656

AREA · Wk. No. 1		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Phonics Charts, Spelling Lessons, and Handwriting Charts	A.M.	* Ph. Chart 1 & 2 Writing Ch. 1	Ph. Chart 4 Writing Ch. 2	Ph. Chart 6 Writing Ch. 3	Ph. Chart 7 (Review) Writing Ch. 4	Ph. Chart 8 Writing Ch. 5
	P.M.	Ph. Chart 3	Ph. Chart 5 (Review)	Spelling Test for Ch. 5	Spelling Test for Ch. 7	Ph. Chart 9 (Review)
ARITHMETIC To Include: System for Success Arithmetic Lessons and Arithmetic Power Tests	A.M.	Arith. A-1	Arith. Review A-1 & A-2	Arith. A-3	Arith. A-4	Arith. A-5
	P.M.	Arith. A-2	Power Test A-1		Review A-3 & A-4	Power Test A-2
ENGLISH To Include: System for Success English Lessons and English Test Lessons, and Language Power Tests	A.M.					
	P.M.					
SUPPLEMENTARY To Include: Complementary Readings from Reader's Digest - Adult Readers and Science Readers: Green Book	A.M.					
	P.M.	Book One Step 1	Book One Step 1	Book One Step 1	Book Two Step 1	Book Two Step 1

TEACHER'S NOTES:

1. *Form a working learning team
2. Give an explanation of the program
3. Encourage students to practice writing
4. All spelling tests must be graded by the number correc Students must get 50% of spelling words correct or the lesson must be retaught

HOURLY CURRICULUM

Basic 656

AREA Wk. No. 2		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Phonics Charts, Spelling Lessons, and Handwriting Charts	A.M.	Ph. Chart 10	Ph. Chart 11 (Review)	Ph. Chart 12	Ph. Chart 14	Ph. Chart 15 (Review)
	P.M.	Spelling Test for Ch. 9	Spelling Test for Ch. 11	Ph. Chart 13 (Review)	Spelling Test for Ch. 13	Spelling Test for Ch. 15
ARITHMETIC To Include: System for Success Arithmetic Lessons and Arithmetic Power Tests	A.M.	Arith. A-6	Arith. A-7	Arith. A-8	Arith. A-9	Arith. A-10
	P.M.		Power Test A-3			Power Test A-4
ENGLISH To Include: System for Success English Lessons and English Test Lessons, and Language Power Tests	A.M.			Power Test L-1	Power Test L-2	
	P.M.	English E-1	English Test E-1	English E-2		English Test E-2
SUPPLEMENTARY To Include: Complementary Readings from Reader's Digest - Adult Readers and Science Readers: Green Book	A.M.					
	P.M.	Book Two Step 1	Book Three Step 1	Book Three Step 1	Book Four Step 1	Book Four Step 1

TEACHER'S NOTES:

5. Length of time spent on one subject depends on the need of the students
6. Power tests must be graded in class
7. Stories in the Adult Readers must be read orally in class and stories discussed in group
8. English test should be graded as Power Test

AREA Wk.No.3		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Phonics Charts, Spelling Lessons, and Handwriting Charts	A.M.	Ph. Chart 16	Ph. Chart 18	Ph. Chart 19 (Review)	Ph. Chart 20	Ph. Chart 22
	P.M.	Ph. Chart 17 (Review)	Spelling Test for 17	Spelling Test for 19	Ph. Chart 21 (Review)	Spelling Test for 21
ARITHMETIC To Include: System for Success Arithmetic Lessons and Arithmetic Power Tests	A.M.	Arith. A-11	Arith. A-12	Arith. A-13	Arith. 14	Arith. 15
	P.M.	Power Test A-5	Power Test A-6	Power Test A-7	Power Test A-8	Power Test A-9
ENGLISH To Include: System for Success English Lessons and English Test Lessons, and Language Power Tests	A.M.	Power L-3		Power L-4		Power L-5
	P.M.		English E-3		English Test E-3	
SUPPLEMENTARY To Include: Complementary Readings from Reader's Digest - Adult Readers and Science Readers: Green Book	A.M.					
	P.M.	Book One Step II	Book One Step II	Book Two Step II	Book Two Step II	Book Three Step II

TEACHER'S NOTES:

9. Conduct constant review of basic sounds
10. Make sure oral communication in English is developed during class instruction

HOURLY CURRICULUM
Basic 656

AREA Wk.No.4		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Phonics Charts, Spelling Lessons, and Handwriting Charts	A.M.	Ph. Chart 23 (Review)	Ph. Chart 24	Ph. Chart 26	Ph. Chart 27 (Review)	Ph. Chart 28
	P.M.	Spelling Test for 23	Ph. Chart 25 (Review)	Spelling Test for 25	Spelling Test for 27	Ph. Chart 29 (Review)
ARITHMETIC To Include: System for Success Arithmetic Lessons and Arithmetic Power Tests	A.M.	Arith. 16	Arith. 17	Arith. 18	Arith. 19	Arith. 20
	P.M.	Power Test A-10		Power Test A-11	Power Test A-12	
ENGLISH To Include: System for Success English Lessons and English Test Lessons, and Language Power Tests	A.M.	Power Test L-6	Power Test L-7	Power Test L-8	Power Test L-9	Power Test L-10
	P.M.		English E-4			English Test E-4
SUPPLEMENTARY To Include: Complementary Readings from Reader's Digest - Adult Readers and Science Readers: Green Book	A.M.	Science Green Bk.		Science Green Bk.		Science Green Bk.
	P.M.	Book Three Step II	Book Three Step II	Book Four Step II	Book Four Step II	Book Four Step II
TEACHER'S NOTES:		11. Make sure all operations on whole numbers are known			12. Read Science Book in class and discuss principles of science involved	

HOURLY CURRICULUM

Basic 656

AREA Wk.No.5		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: Systems for Success Phonics Charts, Spelling Lessons, and Handwriting Charts	A.M.	Ph. Chart 30	Ph. Chart 31 (Review)	Ph. Chart 32	Ph. Chart 34	Ph. Chart 35
	P.M.	Spelling Test for 29	Spelling Test for 31	Ph. Chart 33 (Review)	Spelling Test for 33	Ph. Chart 36
ARITHMETIC To Include: System for Success Arithmetic Lessons and Arithmetic Power Tests	A.M.	Arith. A-21	Arith. A-22	Arith. 23	Arith. A-24	Review Arith. Concepts
	P.M.		Power Test A-13	Power Test A-14	Review Arith. Concepts	Power A-15
ENGLISH To Include: System for Success English Lessons and English Test Lessons, and Language Power Tests	A.M.	Power Test L-11	Power Test L-12		Power Test L-13	
	P.M.	English E-5				English Test E-5
SUPPLEMENTARY To Include: Complementary Readings from Reader's Digest - Adult Readers and Science Readers: Green Book	A.M.	Science Green Bk.		Science Green Bk.		Science Green Bk.
	P.M.	Book One Step III	Book One Step III	Book Two Step III	Book Two Step III	Book Two Step III

TEACHER'S NOTES:

13. Make sure that ample time is spent on learning the words on charts 34 through 42

14. Use newspapers as reading materials in class

APPENDIX F
EXHIBIT 2

A D V A N C E D C U R R I C U L U M - 656

(With Power Tests)

28	READING LESSONS
28	SPELLING LESSONS
17	ARITHMETIC LESSONS
20	MATHEMATICS POWER TESTS
8	ENGLISH LESSONS
7	ENGLISH TEST LESSONS
20	LANGUAGE POWER TESTS

SUPPLEMENTARY

1 Bk.	DOCUMENTS OF FREEDOM
3 Bks.	READER'S DIGEST - SCIENCE READER Orange Book Blue Book Red Book

Board for Fundamental Education
Division of Adult Education
R. Lee Henney, Ph.D., Director

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HOURLY CURRICULUM
Advanced (656)

AREA · Wk.No.1		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Reading Lessons, and Spelling Lessons	A.M.	* Reading R-1	Reading R-2	Reading R-3	Reading R-4	Reading R-5
	P.M.	Reading R-1 (con't)	Spelling R-1	Spelling R-2	Spelling R-3	Spelling R-4
ENGLISH To Include: System for Success English Lessons and Tests and Language Power Tests	A.M.		English Test E-1		English Test E-2	Power Test L-1
	P.M.	English E-1		English E-2		
MATHEMATICS To Include: System for Success Arithmetic Lessons, and Mathematics Power Tests	A.M.	Math. A1 & A2	Math. Review A1 & A2	Con't Math. A-3	Math. Review	Math. A-4
	P.M.		Math A-3		Power Test M-1	
SUPPLEMENTARY To Include: Study Lessons from Doc. of Freedom, Complementary Read- ings from Reader's Digest - Science Readers: Orange Book Blue Book Red Book	A.M.	Doc. of Freedom		Doc. of Freedom		Doc. of Freedom
	P.M.	Science Orange Bk.	Science Orange Bk.	Science Orange Bk.	Science Orange Bk.	Science Orange Bk.

TEACHER'S NOTES:

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*
1. Form the Learning Team
2. Distribute Books - System for Success - Bk. II
3. Give an explanation of the Program
4. Review where needed

HOURLY CURRICULUM
Advanced (656)

AREA Wk.No.2		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Reading Lessons, and Spelling Lessons	A.M.	Reading R-6	Reading R-7	Reading R-8	Reading R-9	Reading R-10
	P.M.	Spelling R-5	Spelling R-6	Spelling R-7	Spelling R-8	Spelling R-9
ENGLISH To Include: System for Success English Lessons and Tests, and Language Power Tests	A.M.	Power Test L-2	English Test E-3		English Test E-4	Power Test L-3
	P.M.	English E-3		English E-4		
MATHEMATICS To Include: System for Success Arithmetic Lessons, and Mathematics Power Tests	A.M.	Math. A-5	Math. Review	Math. A-6	Math. Review	Math. A-7
	P.M.		Power Test M-2		Power Test M-3	
SUPPLEMENTARY To Include: Study Lessons from Doc. of Freedom, Complementary Read- ings from Reader's Digest - Science Readers: Orange Book Blue Book Red Book	A.M.	Doc. of Freedom		Doc. of Freedom		Doc. of Freedom
	P.M.	Science Orange Bk.	Science Orange Bk.	Science Orange Bk.	Science Blue Bk.	Science Blue Bk.

TEACHER'S NOTES:

5. Do all math problems in class
6. Students should get 50 % of spelling words correct or lesson must be retaught
7. Read Science Books orally in class and discuss principles of Science involved
8. Mark spelling with Number correct only - (+16)

HOURLY CURRICULUM

Advanced (656)

AREA Wk.No.3		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Reading Lessons, and Spelling Lessons	A.M.	Reading R-11	Reading R-12	Reading R-13	Reading R-14	Reading R-15
	P.M.	Spelling R-10	Spelling R-11	Spelling R-12	Spelling R-13	Spelling R-14
ENGLISH To Include: System for Success English Lessons and Tests, and Language Power Tests	A.M.	Power Test L-4	English Test E-5	Power Test L-5	English Test E-6	Power Test L-6
	P.M.	English E-5		English E-6		
MATHEMATICS To Include: System for Success Arithmetic Lessons, and Mathematics Power Tests	A.M.	Math. A-8	Math. Review	Math. A-9	Math. Review	Math. A-10
	P.M.		Power Test M-4		Power Test M-5	Power Test M-6
SUPPLEMENTARY To Include: Study Lessons from Doc. of Freedom, Complementary Read- ings from Reader's Digest - Science Readers: Orange Book Blue Book Red Book	A.M.	Doc. of Freedom		Doc. of Freedom		Doc. of Freedom
	P.M.	Science Blue Bk.	Science Blue Bk.	Science Blue Bk.	Science Blue Bk.	Science Blue Bk.

TEACHER'S NOTES:

9. Correct and discuss Power Tests (M & L) in class
10. Documents of Freedom to be completed and discusses in class
11. English Tests . . . should be graded in class as Power Tests

HOURLY CURRICULUM
Advanced 656

AREA Wk.No.4		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Reading Lessons, and Spelling Lessons	A.M.	Reading R-16	Reading R-17	Reading R-18	Reading R-19	Reading R-20
	P.M.	Spelling R-15	Spelling R-16	Spelling R-17	Spelling R-18	Spelling R-19
ENGLISH To Include: System for Success English Lessons and Tests and Language Power Tests	A.M.	Power Test L-7	English Test E-8	Power Test L-9	Power Test L-10	Power Test L-11
	P.M.	English E-7		English E-8		
MATHEMATICS To Include: System for Success Arithmetic Lessons, and Mathematics Power Tests	A.M.	Math A-11	Math Review	Math A-12	Math Review	Math A-13
	P.M.		Power Test M-7		Power Test M-8	Power Test M-9
SUPPLEMENTARY To Include: Study Lessons from Doc. of Freedom, --Complementary Read- ings from Reader's Digest -	A.M.	Doc. of Freedom		Doc. of Freedom		Doc. of Freedom
Science Readers: Orange Book Blue Book Red Book	P.M.	Science Blue Bk.	Science Blue Bk.	Science Red Bk.	Science Red Bk.	Science Red Bk.

TEACHER'S NOTES:

HOURLY CURRICULUM
Advanced 656

AREA Wk.No.5		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS To Include: System for Success Reading Lessons, and Spelling Lessons	A.M.	Reading R-21	Reading R-22	Reading R-23	Reading R-24	Reading R-25
	P.M.	Spelling R-20	Spelling R-21	Spelling R-22	Spelling R-23	Spelling R-24
ENGLISH To Include: System for Success English Lessons and Tests, and Language Power Tests	A.M.	Power Test L-12	Power Test L-13	Power Test L-14	Power Test L-15	Power Test L-16
	P.M.	English Review		English Review		
MATHEMATICS To Include: System for Success Arithmetic Lessons, and Mathematics Power Tests	A.M.	Math A-14	Math Review	Math A-15	Math Review	Math A-16
	P.M.		Power Test M-10	Power Test M-11	Power Test M-12	Power Test M-13
SUPPLEMENTARY To In lude: Study Lessons from Doc. of Freedom, Complementary Readings from Reader's Digest - Science Readers: Orange Book Blue Book Red Book	A.M.	Doc. of Freedom		Doc. of Freedom		Doc. of Freedom
	P.M.	Science Red Bk.	Science Red Bk.	Science Red Bk.	Science Red Bk.	Science Red Bk.
TEACHER'S NOTES:						

HOURLY CURRICULUM
Advanced 656

AREA Wk. 6		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING SKILLS . To Include: System for Success Reading Lessins and Spelling Lessons	A.M.	Reading R-26	Reading R-27	Reading R-28	Review	Review
	P.M.	Spelling R-25	Spelling R-26	Spelling R-27	Spelling R-28	Review
ENGLISH To Include: System for Success English Lessons and Tests and Language Power Tests	A.M.	Power Test L-17	Power Test L-18	Power Test L-19	Power Test L-20	
	P.M.	English Review		English Review		
MATHEMATICS To Include: System for Success Arithmetic Lessons, and Mathematics Power Tests	A.M.	Math A-17	Review all Math Functions	Review all Math Functions	Power Test M-17	Power Test M-19
	P.M.	Power Test M-14	Power Test M-15	Power Test M-16	Power Test M-18	Power Test M-20
SUPPLEMENTARY To Include: Study Lessons from Doc. of Freedom, Complementary Read- ings from Reader's Digest - Science Readers: Orange Book Blue Book Red Book	A.M.	Doc. of Freedom		Doc. of Freedom		Doc. of Freedom

TEACHER'S NOTES:

APPENDIX F
EXHIBIT 3

Curriculum Outline

for

Introduction to World of Work

by

Board for Fundamental Education
156 East Market Street
Indianapolis, Indiana

THE WORLD OF WORK - To be developed in five (5) phases.
The phases are as follows:

1. Preparing yourself for the world of work.
2. Getting a job.
3. Doing and keeping a job.
4. Advancing in a job.
5. How to leave a job.

The phases are sub-divided according to concepts to be taught; skills to be developed; and attitudes to be acquired, changed or supported. Work exposure will be a continuing process throughout the five phases.

The phases will therefore look as follows:

PHASE 1 - Preparing yourself for the world of work

CONCEPTS:

What is Work?

What is a Career?

Factors about a job to be considered, i.e., vacations and various employe benefits.

Your own Attitudes and Interests.

Kinds of Work Available.

Training and Education in the Job Market.

What are taxes, social security, and other payroll deductions?

Factors to consider concerning your earning capabilities.

Preparing an employment plan.

Preparing work record and personal information sheets.

Job Security

Working Conditions

The Social Security Card

References

The purposes of various kinds of tests.

How to take a test?

Your State of Health.

SKILLS

Analyzing yourself.

Learning to listen.

Learning to speak clearly.

Learning how to make a plan.

Learning how to write letters.

How to take care of your body and your clothes.

ATTITUDES

Cleanliness

Manners

Honesty

Tolerance

Cooperation

Personal Worth

Positive Self-Image

PHASE 2 - Getting a Job

CONCEPTS

Sources of Employment.

The viewpoint of the Personnel Department.

Training Programs.

Bait Ads and Pot Boiler Agencies.

The Interview.

The Employment Test.

The Social Security Card.

References

Evaluating a Job Offer.

Following up The Interview.

SKILLS

How to apply to an Employment Agency or to the State Employment Security.

The Employment Application.

How to Write A Letter Of Application.

How to read a Want-Ad.

How to dress for the interview.

How to conduct yourself at the interview.

How to read a contract.

How to apply for an appointment by telephone.

ATTITUDES

Personal appearance.

Speech.

Willingness to develop new skills.

Employment maturity.

PHASE 3 - Doing and Keeping A Job

CONCEPTS

Job Responsibilities.

What is initiative?

What is punctuality?

What is cooperation?

Conflicts on the job.

Your boss and his needs.

What is efficiency?

Following rules and regulations.

The Union.

The Raise.

SKILLS

How to ask questions.

How to make decisions.

How to state your intentions.

How to learn poise.

How to plan to be punctual.

How to be observant.

How to follow directions.

ATTITUDES

Accepting criticism.

Accepting and learning from failure.

Self-evaluation and criticism.

Willingness to give more than is necessary.

Punctuality.

Cooperation.

PHASE 4 - Advancing In A Job

CONCEPTS

What is job advancement?

Kinds of advancement.

Advancements and earnings

Advantages and disadvantages of advancement.

SKILLS

How to take on added responsibility.

How to ask about advancement.

ATTITUDES

Relating to others.

PHASE 5 - How to Leave A Job

CONCEPTS

What does leaving a job mean?

Analyzing the job after you've been at it awhile.

Saying good-bye.

Unemployment Compensation.

Retaining programs.

Automation.

Various reasons for leaving.

Conduct in the exit interview.

SKILLS

How to resign (quit).

How to write a letter of resignation, or how to give a verbal resignation.

How to apply for Unemployment Compensation.

How to ask about other possible termination benefits.

ATTITUDES

The proper response to your old employer.